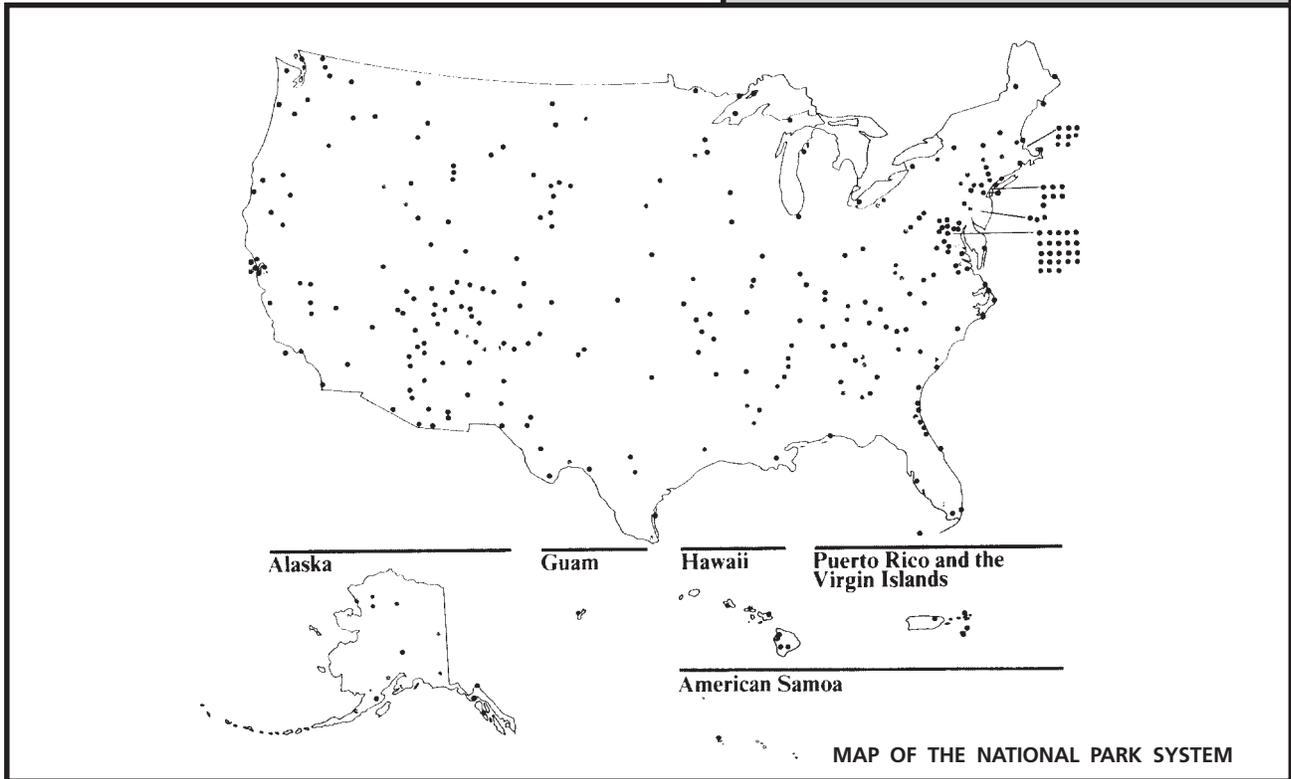


The National Park Service is “the largest university in the world, with 367 branch campuses.”

Robin Winks
Yale Historian, 1992

As of 2002, the number of National Park units extended to 385, all of which are here for you.



Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1600

Produced by the Division of Museum Services and Interpretation: 1995



Dear Teacher,

Thank you for your valuable suggestions. You requested activities specific to each program topic that can be used before and after your museum visit. We listened and have designed this Teacher Activity Guide (TAG) especially for you. It is an investigative, hands-on approach to history.

The activities are based on curriculum guidelines for the states of Missouri and Illinois; they integrate cooperative learning, conflict resolution, and are relevant to real world experiences. In addition, suggested activities extend across the curriculum, providing an interdisciplinary approach, thereby enhancing the learning process.

We are also excited to introduce you to the National Park Service through an integrated theme concept. In addition to our basic program format, sections on career education and enrichment activities provide a multifaceted guide that can be used for a variety of student levels and subject areas.

We hope you find this guide “user-friendly” and look forward to hearing from you again. We appreciate your feedback and ask that you complete the enclosed Program Evaluation. If you have any questions or need further information, please call us at (314) 655-1700.

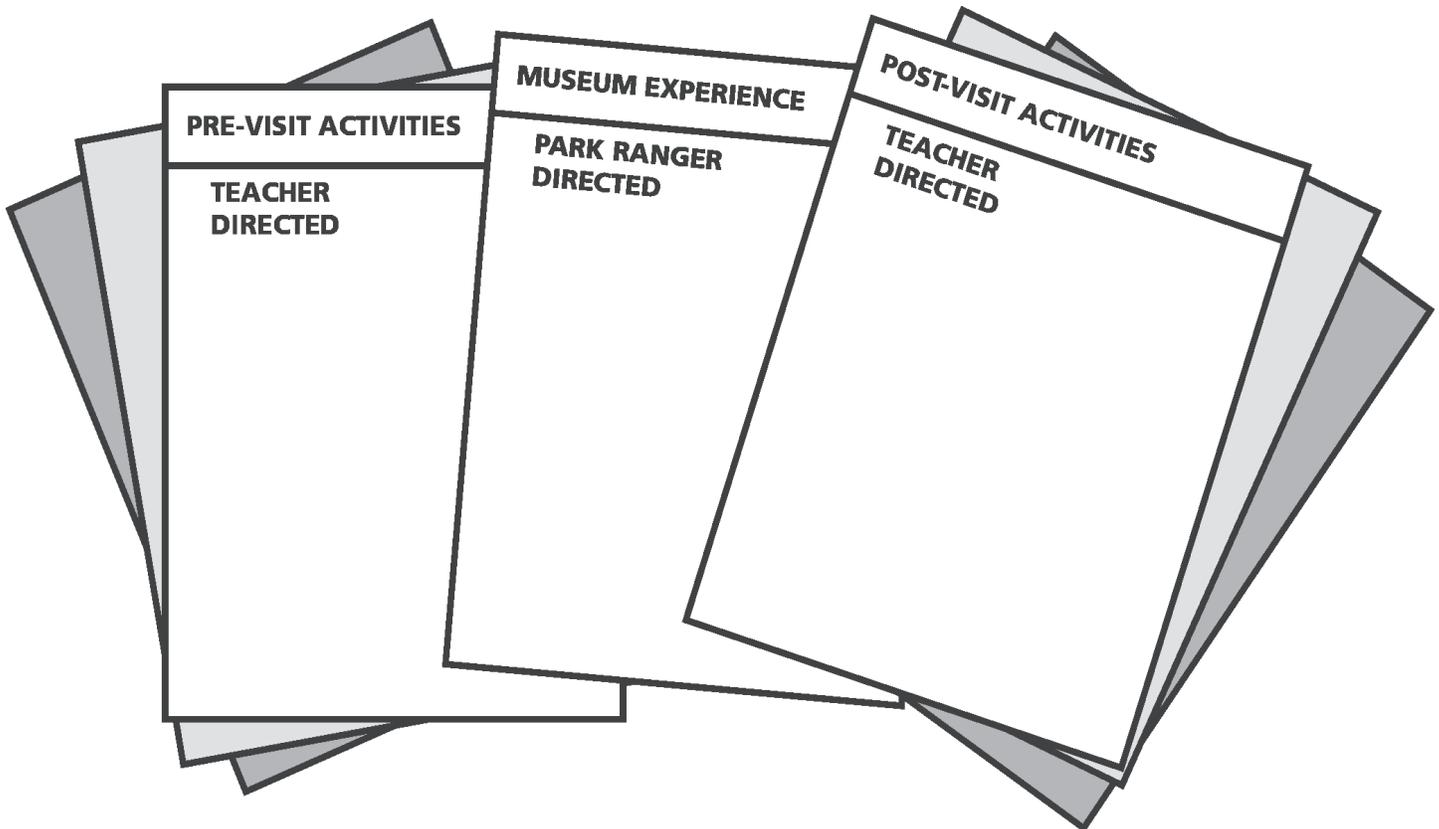
Sincerely,

Margaret G. O'Dell
Superintendent

“USER FRIENDLY” FORMAT

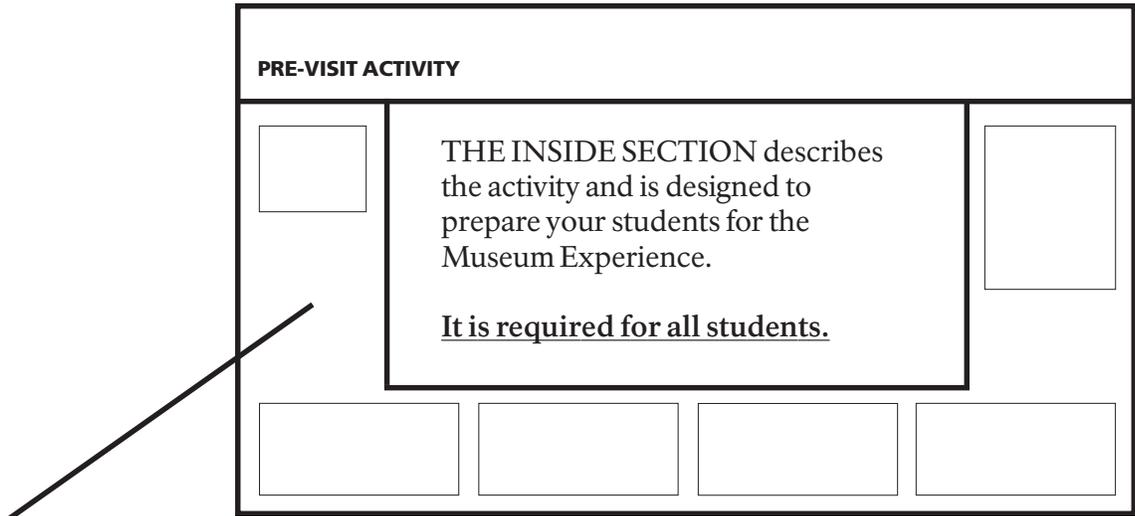
The activities in the TAG follow a simple format.

- Three PRE-VISIT ACTIVITIES prepare your students before the MUSEUM EXPERIENCE. We suggest you use all three activities in sequence as access strategies. Depending on the performance level of your students, however, you may wish to move ahead to the REQUIRED activity.
- The MUSEUM EXPERIENCE briefly summarizes the program in which your students will participate at the Museum of Westward Expansion or Old Courthouse.
- Three POST-VISIT ACTIVITIES complement each of the three PRE-VISIT ACTIVITIES and are designed for you to use after the MUSEUM EXPERIENCE. They are designed in sequence, yet also provide the flexibility to accommodate the specific needs of your students.



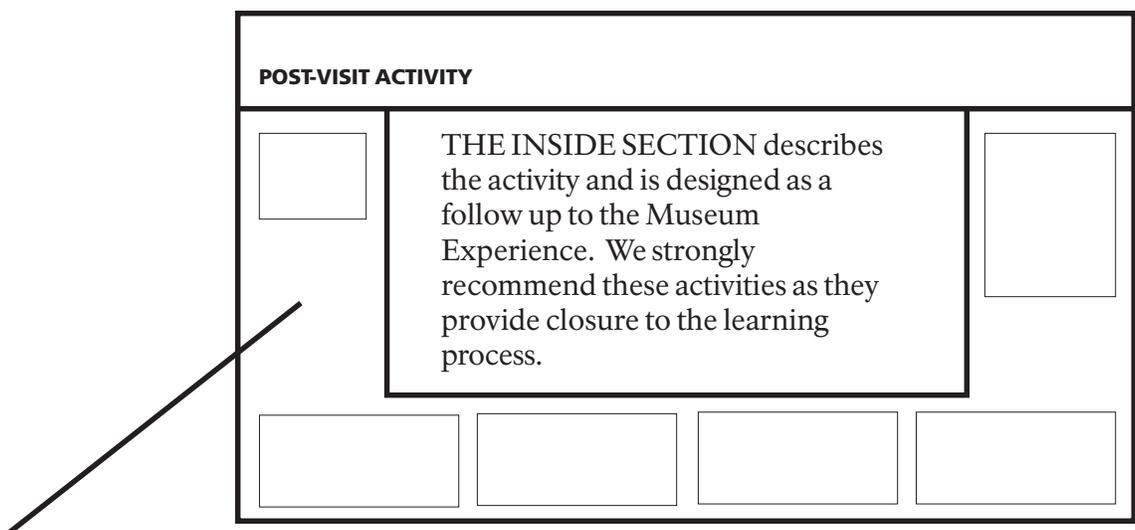
Each activity is designed in a wrap-around format to provide flexibility in your lessons and provide enrichment for a variety of student abilities.

PRE-VISIT ACTIVITY



THE WRAP-AROUND MARGIN conveys a relevant real world connection to the activity. Exploring a National Park Service career and related site provides an enrichment opportunity that models career choices and encourages productive citizenship. This section is optional; however, it can serve as a significant reinforcer of generalization skills.

POST-VISIT ACTIVITY



THE WRAP-AROUND MARGIN enhances the carry-over of real world connections by extending the lesson across the curriculum into Language Arts, Math, Science, Art and Music. This section is suggested and can be used at your discretion.



INTRODUCTION

In his letter to President Thomas Jefferson on September 23, 1806, Meriwether Lewis reported: “The Missouri and all its branches from the Chyenne [sic] upwards abound more in Beaver and Otter, than any other streams on earth, particularly that proportion of them lying within the Rocky Mountains.” But the majority of the 900 - 1,000 inhabitants of St. Louis already knew this. In fact that is why St. Louis was founded in 1764, as a fur trading post.

The site was chosen because it was the closest spot to where the Missouri and Mississippi Rivers came together not subject to flooding. Rivers served the same function in the 18th and 19th centuries as interstate highways do in the late 20th.

Beaver was the main fur sought by the traders, because the hair from its winter coat was used to make felt for hats. The fur felt hat industry of the 18th and 19th centuries could be compared to the denim blue jean industry today. Great wealth could be acquired in this business. Many of the early settlers of St. Louis became wealthy and prominent citizens as a result of the fur trade.

The fashion world constantly changes, however, and the beaver industry did not last. By 1840 hats were being made of silk, a cheaper material, and the need for beaver furs stopped. But a new industry was waiting to fill in for the fur trade. People were heading west to settle the promised lands across the Rocky Mountains. The majority passed through St. Louis on their way. Supplying these people with everything they would need for their trip became the new industry for St. Louis.

The early fur trade is what gave birth to St. Louis. Its location along the Mississippi River, just below the confluence with the Missouri River, is why it prospered. But westward expansion is what allowed it to endure, giving St. Louis the name “Gateway to the West.”



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